DOCUMENT RESUME

ED 232 381 EC 152 079

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TITLE Everything You Always Wanted to Know about Using Humor in Education but Were Afraid to Laugh.
PUB DATE Apr 83
NOTE 41p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; *Humor; *Motivation Techniques; Special Education Teachers; *Stimulation; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior

ABSTRACT

The importance of laughter and humor to enhance education, and special education in particular, is addressed. A sense of humor is an attitude, and humor together with enthusiasm helps students enjoy the learning process. Humor can make students become more alert, and can have very positive influences on affect. A funny remark, a pleasant disposition, and a laugh can set an agreeable tone; all can contribute to an "up" feeling about oneself and others. In addition, humor can help build a positive self-image for students and adults. Humor can also be used to simplify, relax, illustrate, and motivate students. Much of the research on humor supports the view that the positive approach is a beneficial mode of operation. Laughing with and not at students is important, especially with learning disabled and most other special education students. Humor can provide relief in a tense moment and help break down resistance to learning. Many psychologists have recognized humor as important and have encouraged the use of humor in the cognitive and intellectual development of the child. Psychologists have suggested the following functions of humor: humor as therapy, humor as a sixth sense, humor as a safety valve, and humor in counseling. Teachers exert an influence on students not only with what they say but also with the intonation of their voices, their smiles, gesture, clothes, movements, and their whole attitude toward students. Humor can be used in education with posters, puzzles, cartoons, tests, drama, newsletters, and audiovisuals. A "Humor Handout" is included which contains a puzzle and cartoons, 100 ideas and suggestions on using humor in education, and a listing of books about humor and the philosophy of humor. (SEW)

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EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT USING HUMOR IN EDUCATION BUT WERE AFRAID TO LAUGH

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SUMMARY

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT USING HUMOR IN EDUCATION BUT WERE AFRAID TO LAUGH.

By William E. Kelly

Teaching wasn't meant to be funny. However, who says that learning can't be fun? This presentation advocates and defends the PROPER use of humor in the classroom. Humor, among other things, can enhance the learning atmosphere and increase the receptivity of the students. Learning doesn't have to be dull or humdrum. The value of education can be augmented by smiles and laughter.

Functions of humor include: to simplify, to enlighten, to stimulate, to illustrate, to motivate, to relax, to inspire and to entertain. From the standpoint of teaching, we are not seeking to entertain or even to inspire laughter although both of these could well be side products. I feel that the main worth of humor in the classroom lies in the use of it to stimulate, illustrate, motivate and ease tensions.

The kind of humor I'm talking about is not the typical comedian's script or a series of jokes or the brand of humor that tries for loud response and hilarity. I'm referring to humor that makes a particular point, emphasizes or illustrates a situation, provides relief in a tense moment or, very importantly, breaks down resistance to learning.

Laughing with people rather than at people exemplifies our philosophy of humor. Ridicule and embarassment are two types of humor that should not be used in teaching. There are too many other kinds of humor that are much more appropriate. "Put-downs" and

insults are just not necessary or desirable.

This is not an advocacy to tell jokes just to be telling jokes or just to be funny. There should definitely be purposes and goal in all the processes of education. Humor is only a minor ingredient but it can make the learning less difficult and more meaningful. We're not looking for side splitters, but for a way to improve our communication as well as providing a pleasant learning environment.

Many of these statements may appear obvious and unnecessary. However, it can also be substantiated that some teachers actually scare students so much that their ability to learn is hampered. Some of this may actually be fabricated unnecessarily on the part of the student (they may exaggerate it, too) but there is enough evidence to consider this factor seriously. Certainly, you should be firm and have control of your classes but you don't have to be an "old grouch" and stern all the time. A negative attitude often stifles learning and is a deterrent to enthusiasm and curiosity. The positive and humane approach is often so much more effective than just presenting statistics and cold facts in a somber and morose style. There are many ways of using humor but it should be natural and go along with the personality of the teacher. Forced artificial humor defeats the purpose. Basically, the plea is to keep an alert, open mind to the many opportunities where humor can increase rapport and make learning more interesting.

We will show examples of how humor can be utilized in many ways, both planned and spontaneous. This will be shown through posters, puzzles, cartoons, newsletters, notes, drama, etc. Using humor in tests and anecdotes will be explored and illustrated. There will be discussions about the philosophy of humor as well as

the opportunity to share experiences with the use of humor in the classroom and education. It will be shown that you don't have to be a humorist to have a pleasant, congenial learning atmosphere. There are many facets of humor and many ways that humor can be used in a beneficial way. Don't use humor just to say that you use humor. Use humor to enhance learning and to provide a better and more meaningful learning situation.

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ABSTRACT

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT USING HUMOR IN EDUCATION BUT WERE AFRAID TO LAUGH.

LEARNING CAN BE FUN! Learning doesn't have to be dull and humdrum. A positive attitude spiced with humor improves the learning environment. Laughter and humor deserve to be used as a means to enhance the educational process. Humor, used properly, provides implementation of positive attitudes into action.

This presentation will include the latest research on humor and the positive attitude as well as a look at the physchological and philosophical implications of humor in education. The importance of a sense of humor in working with parents, administrators, students and fellow teachers will be emphasized.

Descriptions of how humor can be used to simplify, relax, illustrate, enlighten, encourage, motivate and even inspire will be used. Communication facilitation through humor is to be a major focus of this demonstration. Examples of humor through posters, puzzles, cartoons, tests, drama, newsletters, audio-visual materials, etc. to aid learning will be presented. A large part of this program will be devoted to audience participation. Informative hand-outs will be furnished to show the many practical ways humor can be used. Materials and information on humor will be available for all levels of education. This approach can make education more productive, meaningful and effective.

William E. Kelly

SPEECH

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT USING HUMOR IN EDUCATION.....BUT WERE AFRAID TO LAUGH.....

The title, "Everything you Always Wanted to Know About Using Humor in Education...But were Afraid to Laugh...could be stated in another way--such as: "Everything You Always Wanted to Know About Using Humor in Education...But were Afraid to Try." We shouldn't be afraid to try Humor in Education and we certainly should be willing to laugh and smile in Education. Maybe it has been frowned upon in some circles but it is rapidly gaining in acceptance and status. Dale Baughman said it very succinctly, "Down with the Pall-bearer school of pedagogues, we don't need the Gloomy Gusses and the Mournful Millies." (Baughman, 1979)

Laughter and humor deserve to be used as a means to enhance the educational process. The main thrust of this presentation is not telling you about how to tell jokes... jests...or puns...but basically we're advocating a positive ATTITUDE. When we speak of attitude, we're referring to a healthy learning climate, atmosphere, environment--as well as a cheery disposition, a congenial tone, a friendly smile--all to reinforce and confirm that education and learning do not have to be sour, dull and uninteresting.

There's an old cliche in real estate circles--a statement that the three most important things in real estate are: 1. location, 2. location, and 3., location. This same idea can be applied to using humor in education--the three most important things are: 1. Attitude, 2. Attitude and 3. Attitude.

A sense of humor or humor is an Attitude. Humor is contagious! If the teacher enjoys what he or she is doing, it is more likely that the students will also enjoy the situation. Enthusiasm is the most convincing orator. The simplest person, fired with enthusiasm, is more persuasive than the most eloquent person without it. Enthusiasm is the lubricant that oils the machinery of positive action! Humor and enthusiasm complement each other. This is especially true in the teaching of Special Education.

We feel that enthusiasm, kindness, warmth and feeling are contagious at least to an equal degree as apathy, aloofness and drabness. Wouldn't you rather have the student who comes to the class in an open, cheerful, receptive, positive mood and goes steadily uphill all day rather than the cynical, bitter, intolerant, and angry student with a chip on his shoulder who goes downhill more and more as the day goes by. He'll drag us with him if we'll let him. (Baughman, 1979) Don't let his surly attitude rub off on you! As the old song goes, "You have to Accentuate the Positive, Eliminate the Negative, Don't Mess with Mr. In Between..."

Robert Valett brings out that many learning disabled have an undeveloped sense of humor. His article, Developing the Sense of Humor and Divergent Thinking, further suggests that Good Humor provokes their imaginations and can be used to help us all learn more effectively....(Valett, 1981)

The psychologist Gordon Allport has pointed out that scholars seem as a group to be more comfortable investigating NEGATIVE mental states and emotions...like hostility, aggression, anger, greed, depression and anxiety...than they are studying

POSITIVE ones--like love, elation, sympathy, generosity, understanding, empathy, enthusiasm, exuberance, cheerfulness, and humor...our choice is to deal with the POSITIVE!!

We should not perpetuate stodgy conceptions of learning. The true scholar doesn't have to be always gravely serious, or grouchy, grumpy and sullen. Learning should make us, as someone said--Light as air, able to hop like a humming bird among the flowers of SCHOLARSHIP. Unfortunately, we're sometimes like the Professor who dreamed he was lecturing. He woke up and he was...Humor can spark a lesson. It can help us and our students to become more alert.

Our CHALLENGE then, is to encourage the enthusiastic, convert those on the fence, the neutrals, and TURN the cynics around. Basic to this challenge--ATTITUDE--HUMOR--and the POSITIVE ATTITUDE. Also basic is the confidence of knowing that: LAUGHTER AND LEARNING ARE COMPATIBLE!!

Humor, as a integrated part of our teaching can have extremely positive effects on AFFECT. A cheery, funny, remark, a pleasant disposition, a humorous word or phrase; a laugh provoking comeback, setting an agreeable tone...all can contribute to an "UP" feeling about oneself and others. Humor can help build a positive self image for students and adults. Humor can promote a relaxed climate in which learning can occur more readily than under stilted, forced, artificial circumstances. We respond better to the positive instead of the negative...praise, encouragement, compliments, enthusiasm in place of repression, stifling, gloomy, overcritical, overserious outlooks. NOTHING IMPROVES MY HEARING BETTER THAN PRAISE!! Much of the research on Humor substantiates this

feeling about the positive approach being a very beneficial mode of operation.

Research on the use of humor in education is increasing. Some of these findings will be reviewed and comments will be included on some of them.

1. Humor in teaching can have beneficial effects and add to the learning environment. (Adams, 1974) (Kaplan, 1977)
2. Laughter following humor can have a liberating effect on the flow of ideas. It is a release - can reduce tensions and open the mind to thinking and reflection. (Gruner, 1970) (Ziv, 1976)
3. Humor can stimulate interest in or attention to - accompanying educational messages. (Some of the best commercials on Radio and TV are the ones done with Humor. It can work in education, too. (Highet, 1963) (Gilliland and Mauritsen, 1971) (Welker, 1977)
4. Humor can make learning more enjoyable, reduce tension, thereby creating a more relaxed atmosphere. (Gilliland and Mauritsen, 1971) (Scott, 1976) (Welker, 1977)
5. Humor can facilitate teacher/student rapport. (Bradford, 1964) (Highet, 1963) (Horn, 1972)
6. Humor can help make staff/administration relations more pleasant and productive. (Scott, 1976) (Peter, 1982)
7. Humor affects the child's personality in POSITIVE WAYS. The appreciation of a child's humor can be a real ego booster, can really help the self image - helps ours, too. A lot of us are not particularly funny or even need to be - but we can appreciate the humor of others and thus enhance the learning situation. (Gilliland and Mauritsen, 1971) (Aho, 1979)

8. Humor can be highly effective in improving the function of our mental faculties. (Doesn't make us smarter -- but makes our mind work better.) (Adams, 1974) (Gruner, 1967) (Levine, 1969)

9. Humor reduces student anxiety, thereby improving test performance. This has been tested many times and I have found from my own experience that a nonsense item or a off the wall choice in a multiple choice test relaxed my students and kept them from getting too uptight. This has happened to me as a student and I'm sure many other teachers have experienced this. (Adams, 1972) (Horn, 1972) (Monson, 1968) (Smith, 1970)

10. Humor provides an outlet to ease problems and motivate students. A much more positive alternative to repression. (Levine, 1969) (Davis, 1981) (Adams, 1974) (Fitzsimons, 1981)

11. Material spiked with humor can make lessons easier to grasp. (Browning, 1977) (Fitzsimons, 1981)

12. Research shows that laughter response to humorous stimuli increases creative thinking in adolescents, creative thinking being defined operationally as scores on a creativity test. Listening to humor doesn't make students more creative but these studies seem to indicate that properly used humor can unleash hidden potential. (Adams, 1974) (Scott, 1976) (Ziv, 1976)

These are all documented and researched studies. However, this list is not to suggest that Humor is a panacea or the only answer for all times and places, rather it is suggesting that Humor can be the answer in some situations and that it

does have a place in serious education.

Humor should be integrated properly and appropriately... We must be like the girl who slapped the laughing fortune teller...When he asked her why?...Her reply was that her Mother told her to always strike a happy medium. That is what we need to do, too -- strike a balance, a happy medium. Use the humor appropriately and naturally --not stilted or in a condescending manner. There are many ways of using humor but it should be natural and go along with the personality of the teacher. It should not be forced. To force a sense of humor can be worse than revealing none at all. The best kind of humor is that which grows or develops naturally from a situation. If you want to enrich your use of humor, you need to try to develop a sense of spontaneity -- to be able to play off any situation that might develop in a flexible, natural and comfortable manner. Students learn better in an environment where they are not only comfortable, but where they enjoy the situation.

(Audience Participation Skit)

Gilbert Highet in his book: The Art of Teaching, wrote... "One of the important qualities of a good teacher is humor. Many are the purposes it serves. One of the most obvious is that it keeps the pupils aware and attentive." (Highet, 1963) The real purpose, according to Highet is even deeper and more worthy. It is to align the pupils and the teacher and to link them through enjoyment. When people laugh together, they become "together" or "united" -- one group of human beings enjoying existence. There is nothing like humor to unite a group. It is important to note that we stress

"laughing with" NOT "laughing at" --the humor of ridicule, put downs and insults (as popular as they might be) are not part of our educational philosophy of humor. This is especially true with learning disabilities students and most other special education students. There are so many other positive kinds of humor -- we'll leave the abusive type to others.

PLATO once said: Do not train students to learning by force and harshness; but direct them to it by what amuses their minds, so that you may be the better able to discover with accuracy the peculiar bent of the genius of each. (Cartoons)

The German philosopher, Mordillo, offered this: "After God created the world, he made man and woman. Then, to keep the whole thing from collapsing, he invented humor." Other cliches or sayings that might be helpful: "A smile is the shortest distance between two people." "If you see someone without a smile, give him one of yours." Proverbs says: "The Merry Heart Doeth Good -- like a medicine."

Dr. Laurence Peter in his book, The Laughter Prescription points out that "In this age of high-technology, scientific miracles and medical breakthroughs, it just might be that something as simple as laughter is the best medicine, after all. For a long time, medical doctors have known that happy patients generally respond more favorably to treatment and recover faster than do cheerless and complaining ones. The evidence suggests that laughter, confidence and hope have significant therapeutic value, while sadness, fear and despondency tend to produce negative outcomes."

One of the most celebrated cases of laughter helping to combat serious illness is that of Norman Cousins, author and former long-time editor of the Saturday Review Magazine. In his bestselling book, Anatomy of an Illness, As Perceived by the Patient: Reflections on Healing and Regeneration, he details his remarkable recovery from a potentially fatal illness. Part of his treatment consisted of humor therapy and he credits this aspect for a lot of his improvement.

Dr. Peter in collaboration with Bill Dana relate how Humor can build better relationships, help you communicate, alleviate pain, relieve stress, wipe out anger and bring joy to everyday life!

(Transparency display) (Showing literal humor.)

These illustrations are an excellent way of communicating with humor. They bring out the significance of giving and following directions and the importance of communicating in an understanding and effective way. Our teaching should be clear and direct and sometimes, humor can help tremendously.

We view humor as a tool to make a particular point, emphasize or illustrate a situation, provide relief in a tense moment and all in all, to break down resistance to learning. The functions of humor are many, including: to simplify, to enlighten, to stimulate, to illustrate, to reinforce, to motivate, to relax, to inspire, and even in some cases - to entertain.

The power of humor to dissipate anxiety, relieve aggression and reduce stress is well known to the aware observer. People laugh in the same language. Laughter has become not an act of rejection but of acceptance. It is not pain, but pleasure, it is not derision, but delight.

In addition to the many common ways humor can be used, some people are not aware that within any group it may have both CONTROL and CONFLICT functions. One of the problems in schools has been that many teachers fail to distinguish between these two types of humor, focusing strictly upon the conflict. Consequently, they fail to see the positive ways humor controls student behavior and maintains the stability of the student social system. It is possible, then, that rather than being consistently disruptive, humor may often function within the classroom to keep crises to a minimum. Humor can prevent upsets and disruptions if properly utilized. It will not always work but it certainly is worth trying.

If there were commandments of teaching - one of them would probably be, THOU SHALT BE INTERESTING. Interested pupils learn better than non-interested ones. The right kind of teacher can startle, stir, and stimulate, - not only that - they can inspire, incite and illuminate. Invariably the teacher of the year is one with a flair for acting and performing. Mayer and Brewer feel every prospective teacher should be required to take courses in Speech and Dramatics. They feel that Education is 60% Communication and 40% Inspiration. The use of drama in the classroom will do more than impart information. (Baughman, 1979)

One way of using drama and humor is through humorous readings and participation. With your cooperation, we'll try an oldie but goodie - to give you some exercise and the chance to participate.

(The Wild West Weakling-Audience Participation)

Skits like this can be humorous and educational and it is an opportunity to involve the audience or group.

Many psychologists have recognized as important and have encouraged the use of Humor in the cognitive and intellectual development of the child. This is apparent from the use of humorous items on individual intelligence tests. For instance, the Stanford-Binet Test (Terman and Merrill, 1962) consists of a developmental scale of tasks which include "foolish sayings" and "funny pictures" at several different levels of sophistication. In the same vein, Jean Piaget (1952) has emphasized the necessity of providing the young child with ample opportunities for PLAYFUL discovery and invention. Another psychologist, J. P. Guilford (1967) has written extensively about the importance of developing creative potentialities and divergent thinking skills in both children and adults. (Valett, 1981)

Various psychologists have suggested the following functions of humor: humor as therapy, humor as a sixth sense, humor as a safety valve and humor in counseling. James A. Foster (1978) discusses humor both as a social lubricant and as a survival kit. (Lots of people are survivors partly due to humor and a sense of humor.) Ortega suggests that the real responsibility of teaching is to arouse the hunger to know. Ideal teaching, therefore, above all, fosters the joy of discovery in learners. (Baughman, 1979)

Teachers exert an influence on students not only with what they say but also with the intonation of their voices, their smiles, gestures, clothes, movements and their whole attitude toward pupils. Remember - Attitude, Attitude, Attitude -- very basic.

Through the years - verve, color, humor, appreciation, creativity, surprise, enthusiasm, positive attitudes and even "hamming" have characterized most great teachers. It isn't necessary to be a ham, everybody can't, but used in the right proportion, it can add a very appealing flavor. When the occasion demands, the teacher should be able to convey a sense of excitement and sizzle.

At this point, it is well to point out that what works for one might not work for the other. Something that tickles the funny bone of one may do nothing to another. Our humor handout contains almost a hundred ideas about humor and its use. We should always be on the lookout for new material and learn to use our humor appropriately and tastefully. This part of the program will be a presentation of some examples of using humor in education:

1. The Use of Cartoons
2. Posters, wise and witty sayings
3. Pundles, pundiddles, punjabs
4. Making up Captions
5. Droodles
6. Introducing lessons
7. Games You Can't Lose
8. Priceless Proverbs
9. Classroom Boners
10. Minim Statements
11. Letters in action
12. Illustrated Idioms
13. Knock Knocks
14. Riddles
15. Many others

CONCLUSION

So, the moral of this story is - OUT with the Negative Nellies, Mournful Mikes and Gloomy Gusses! We have reached a point where we cannot pass the buck or duck the responsibility. We need to find more effective ways to relate, to motivate, to inspire, to teach, to learn. Humor is not the end-all but it can be a very useful tool, technique, strategy and attitude in making learning more effective. Laughing together, enjoying together, sharing the lows and highs are ways to help Education "make it." Everybody may not be a clown or use humor directly, but you can still appreciate humor, provide a tone, exhibit a positive attitude, provide a atmosphere of openness, discovery and inquiry. He who laughs last, laughs best -- but more important -- He who laughs -- lasts... Remember - KEEP SMILING! KEEP LAUGHING! KEEP LEARNING!

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EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT USING

HUMOR IN EDUCATION...BUT WERE AFRAID TO LAUGH.....

Presenters: BILL KELLY
RAY CARR

APRIL 1983

Individualized Instructional Center
Niles West High School
Skokie, Illinois

BEST COPY AVAILABLE

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HUMOR WORDS

X	N	O	K	A	L	I	A	F	R	O	L	I	C	S
G	O	F	M	F	S	E	B	W	R	K	Y	Z	R	T
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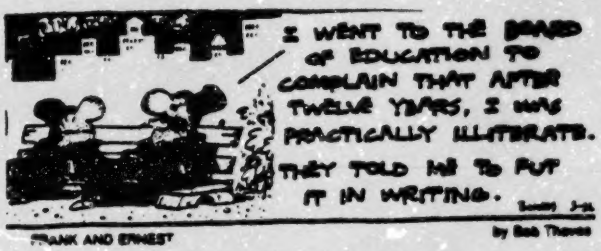
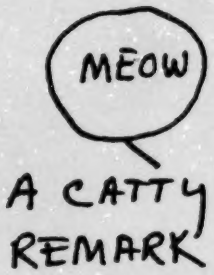
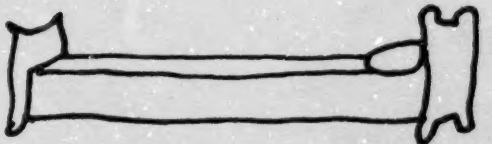

I WENT TO THE BOARD OF EDUCATION TO COMPLAIN THAT AFTER TWELVE YEARS, I WAS PRACTICALLY ILLITERATE.
THEY TOLD ME TO PUT IT IN WRITING.
FRANK AND ERNEST
by Bob Thaves



THERE ARE 30 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR.

AMUSING
CHEERFUL
COMIC
ELATED
FRIENDLY
FUN
GENIAL
GLADDEN
HAPPY
JEST
JOLLY
JOY
MERRY
PLEASANT
SMILES
BUOYANT
CHUCKLE
DELIGHT
ENLIVEN
FROLICSOME
GAG
GIGGLE
GRIN
HUMOR
JOKE
JOVIAL
LAUGHTER
MIRTH
PUN
WITTY



A COLLECTION:

THOUGHTS ON HUMOR AND SUGGESTIONS ON USING HUMOR IN EDUCATION

SOURCES: "All over the place." Will give sources when possible. Allow for similarity--and consider this a growing list. Hope this material will help you in your pursuit of excellence in education.

1. "The essence of humour is human kindliness. It is this element in humour which has grown from primitive beginnings to higher forms: which lends to humour the character of a leading factor in human progress, and which is destined still further to enhance its utility to mankind." (Leacock, Stephen Humour and Humanity, London: Thornton Butterworth, 1937.)

2. Analyze humor in its relation to historical periods. Analyze humor of Presidents and other famous people. Many books are available on the humor of Presidents and celebrities (Lincoln, Kennedy, Truman, Carter, Kissinger, Reagan, etc.)

3. Have some discussion periods concerning what is funny and what is not. Jokes based on sensitive subjects such as obesity, handicaps, and ethnicity, must be shown to be potentially hurtful to people included in these categories. Establish a "Joke Time" once a week during the language arts period. During "Joke Time," any child can share a joke with the class.

4. The level of an individual's humor appreciation is an indication of one's degree of mental maturity and emotional health. Conversely, lack of humor, or a limited reaction to humor, is an indicator of inhibition or a restrictive life style. The humorous perspective is the ultimate achievement in the quest for happiness and good Mental health. (Dr. Laurence J. Peter)

Robert E. Valett, writing in the September, 1981 issue of Academic Therapy the article, "Developing The Sense of Humor and Divergent Thinking" summarizes the following educational possibilities of having children:

5. Repeat a joke after the teacher.

6. Tell and discuss jokes and humorous events.

7. Act out funny incidents and stories.

8. Write joke books.

9. Place a "joke for the day" on the bulletin board.

10. Collect and discuss comics and cartoons.

11. Tape record jokes and funny stories.

12. Share humorous poems, songs, and chants.

Ideas, suggestions-Continued:

13. Rid yourself of these negative behaviors--a sour attitude; selfishness: unfriendliness, discourteous actions, antagonistic words and feelings: fatalistic approaches to life. RATHER-- Adapt these behaviors to your life style and your teaching style: cheerfulness, friendliness, courteousness, helpfulness, hopefulness; All humans regularly need to be sincerely understood, appreciated, cheered, encouraged, thanked, complimented. (Anon.)

14. The real wit tells jokes to make others feel superior, while the half wit tells them to make others feel small. (Elmer Wheeler)

15. The human predicament being as notoriously difficult as it is, the preciousness of laughter is readily perceived. (Steve Allen)

The March, 1981 Journal of Reading includes the article, "Humor as a Motivational and Remedial Technique by Clyde G. Colwell. The following are some of the activities he suggests for making humor an integral part of the reading/language arts curriculum.:

16. Take an existing single-frame cartoon (comic or political) and see if students can invent a more humorous caption. Have students give their selections before you reveal the original caption.

17. Have the students keep a diary (two to four weeks) of favorite jokes from Television, radio, magazines, peers. Once they are completed, have them present the jokes to the class either alone or with another member of the class. He suggests the idea of having one student act as straight man and attempting to keep a straight face while the jokes are being told.

18. The laugh center. Provide reading centers where students can read a humorous magazine, story, or book. Change selections every two weeks. Depending on their age and reading skills, they can start with simple humor (Mad Magazine, Crazy, Cracked) and gradually try more sophisticated humor (Langston Hughes, Bret Harte, Mark Twain).

19. Talking picture. The student uses an instant photo camera, then adds captions to humorous photographs. The student can photograph funny road signs, storefront signs, or bumper stickers. They can take various poses of other class members or their pets. Captions can be added. A series of related sequential photos could be developed into a full humorous story by adding words. This would also lend itself to be done as a group project.

20. Work with advertisements. Mix and match ads from magazines and newspapers. Delete slogans and then have students come up with funny ones. Ads for cigarettes, detergents, and non-prescription drugs are possibilities. Finding quack ads with impossible claims is another direction that this activity can take. This can be used very effectively in a consumer education class.

21. Dear "Advice to the Lovelorn": Provide the student with one or several letters from a personal advice column. Have students compose humorous replies. Include typical problems that affect the age group you teach. Post best ones on bulletin board.

More Colwell and other suggestions-Continued:

22. Use humor occasionally on your tests to dispel any test anxiety students may have. Place one humorous item on test. For example:
    (a) Directions: Five points will be given for spelling your name correctly.
    (b) Multiple-choice: How did you feel as you took this test?
    ____A. Upset _____B. Anxious _____C. Nervous
    _____D. None of the above. _____E. All of the above.
This is a favorite topic of mine--more on humor in testing later.

23. Have the student try to recall a humorous incident that happened in or out of school. The student lists the characters and writes the incident as a dialog. When appropriate, this can be acted out. As with the language experience approach, the student is writing directly from personal experiences.

24. Teacher's turn. Take 5 to 10 minutes at least once a week to read something humorous to the class. The sources of material are unlimited (See Bibliography). Examples: humorous item from the newspaper, five to six puns from a book of puns, a few pages from a humorous book.

25. Take photographs from newspapers or magazines (examples: strange facial expressions, baby photographs, animal photographs, unusual buildings) and have students add a one-line humorous caption.

From other suggestions:

26. Laughter is the shortest distance between two people. (Victor Borge)

27. Laughter is the sensation of feeling good all over, and showing it principally in one place. (Josh Billings)

28. Mirth and Laughter are important contributors to well being and can be specifically employed to reduce stress and improve respiratory and cardiovascular function. A sense of humor is essential to good mental, emotional and spiritual health. Humor contributes to the buoyant spirit that energizes our total being. (Dr. Laurence J. Peter)

Sue Whitesel, writing in the Teacher Magazine for March, 1979 Offers many activities for students containing humor. Here are some excerpts from those suggestions:

29. Puns--Student Directions: "A pun is a riddle or joke that is funny because one or more of the words has more than one meaning. Or, the word is almost the same, but perhaps one letter or letters is different. Read the jokes on the duplicated sheet and underline the words that make each one a pun. Are some spelled differently for their other meanings? If so, note the other correct spelling."

WORK SHEET:
(1) The first janitors' union called for sweeping reforms.
(2) Pogo sticks make people jumpy.
(3) A shipment of wigs landed at the O'Hare hairport.
(4) Who will ever forget the bakers' strike? They wanted more dough.
(5) The waffle iron was invented for people who had wrinkled waffles.

More from Whitesel and others--Continued:

30. Silly spoonerisms. Directions: An Englishman often had trouble keeping his words straight. If he wanted to say, 'May I show you to a seat?' he said, 'May I sew you to a sheet?' This Englishman was the Reverend W. A. Spooner and words mixed up in this way became known as 'spoonerisms.' Can you straighten out the following spoonerisms?
(1) The minister introduced Elizabeth II of England as "Our queer dean."
(2) At a wedding, it is kistomary to cuss the bride.
(3) I keep my icycle well boiled.
(4) There's a saying, "It never pains but it roars."
(5) The weather report says it will either drain or rizzle, with possible shattered scowers.

31. Crazy Collage Posters: "Cut pictures from magazines or draw a picture to illustrate a riddle. For example, take the riddle and answer, 'What is a bulldozer?' 'A sleeping bull.' To illustrate it you might glue a picture of a large machine on a piece of construction paper with a bull's head attached--sleeping of course! Use something you know or choose from the Bibliography.

32. Have students make up ficticious place names that go with abbreviations of state names. Some examples:

Shapeless, Mass	Apples, Ida.	Ooola, La.
Goodness, Me.	Poison, Penn.	Income Tex.
Grandpa, Pa.	Deathly, Ill.	Hittor, Miss.
Praise, Ala.	Proan, Conn.	Coco, Colo.
Either, Ore.	Farmerina, Del.	Paderoffs, Ky.

33. Tom Swifties. Directions: "Tom Swifty jokes humorously combine a quotation and the verb or verb and adverb describing the way it was said. Make a poster of 'Tom Swifties' such as these or of some you've heard before or made up yourself."
(1) "I've broken by leg," he said lamely.
(2) "What kind of sand?" she asked quickly.
(3) "Drop that gun," the man said disarmingly.
(4) "You say you've struck oil?" she gushed.
(5) "Humor is a lot of fun," he said laughingly.

34. Tongue Twisters: Read some of the tongue twisters in the various joke books available. Make up a tongue twister of your own. Just write down what occurs to you. Often the best way to begin is to write a sentence in which the words each start with the same sound or the same letter. "Don't get your tang all tangeled up. This can be adapted to learning games.

35. Name Game. Directions: "This word game consists of creating imaginary names that form silly phrases. Read the examples below and make up some more of your own."

Nina Hearts	Hank O'Hare
Bea Ware	Ima Hogg
Justin Time	Warren Peace

Ideas, suggestions,-Continued:

36. A person without a sense of humor is like a wagon without springs--jolted by every pebble in the road (Henry Ward Beecher)

37. A poster company advertises that posters--affirm important self-concepts, tickle important funny bones, create important atmospheres, provoke important discussions, inspire important ideas, say important things. I don't disagree, I just feel that Humor, properly used, can make the same claims.

38. Writers such as Roy T. Tamashiro propose that the stages of personality development in children can account for the various forms of children's humor. Robert E. Valett suggests that these stages can be characterized as:
(1) The early childhood "giggling prankster" stage.
(2) The middle childhood "foolish comic" stage.
(3) The late childhood "puzzling riddler" stage.
(4) The early adolescence "punning wit" stage.
(5) The adolescent-adult "satirical critic" stage.

39. If your efforts are sometimes greeted with indifference, don't lose heart--the sun puts on a wonderful show at daybreak, yet most of the people in the audience go on sleeping. (Edu Francisco Teixeira)

40. Fame Game. Using the names of celebrities or famous people in sentences and questions. Examples:
At what age did Victor Mature?
How many shelves can Robert Stack?
After a drink, is Gene Wilder?
Where does Henry Cabot Lodge?
How much weight can Johnny Bench?
Jack and Pete fell, but Pete Rose.
(See if the students can make up similar sentences)

41. Use a sentence using the words: deduct, defeat, defense and detail.
DEFEAT OF DEDUCT GETS OVER DEFENSE BEFORE DETAIL.

42. Tall Talk: "Have you the audacity to doubt my veracity and insinuate that I prevaricate?" Nonsense of this sort is called tall talk. You use big words to say something simple. The above example is tall talk for "How dare you call me a liar?" Other examples: "He has an unquenchable thirst for spontaneity in education, which has been best slaked by the give and take of classroom discussion, as opposed to the sterile atmosphere of a non-scholastic milieu." TRANSLATION: He hasn't done his homework for three weeks!
"The illumination is required to be extinguished when this area is not being utilized." TRANSLATION: "Turn off the juice when not in use."
"He appears to prefer the cloistered atmosphere of solitary study, rather than engage himself in the communication of class discussion." TRANSLATION: "The other kids steer clear of him because he doesn't wash. (This can also be called Doublespeak or Doubletalk. Students can search for these or make some of their own.)

More humor ideas--Continued:

43. Humor has a very important role to play when it is used judiciously as a tool to illustrate, arouse interest or keep attention. (Ken Hood)

44. Try sending personal letters or notes to each student. These can be both serious and humorous. Poems or doggerel can be used to apply to a particular student. Examples: Bob--you did a good job! Dwans--Don't be a pain. Marty--What a smartie! This can also be an opportunity for assessing their progress and for making suggestions on how they can improve. It is important that these messages show humor and good will.

45. I like to have a sense of humor,
And the wisdom to understand a joke.
To get some happiness from life
As I pass it on to other folks.

There are jokes that make us laugh,
And there are jokes that make us glad;
But the jokes that seem the chummiest,
And appear to be the funniest,
Are not the ones that make us groan,
But those which are our very own. (Anon.)

46. TEST QUESTIONS. Using humor can ease tensions. This is especially true on tests when students may be very uptight. Using humor occasionally (I'm stressing occasionally) will provide just the relief they need to clear their head and to proceed on the test in a more relaxed and successful manner. The best humor on a test will be something that your particular class is familiar with and might bring a grin. Studies have shown that just a few humorous questions should be used. The positive effect is lost if you over do it. The following questions are primarily from Social Studies but some of them could be adapted to other fields and some of them might inspire you to create some humorous questions on your own. Many of these come from the writings of Richard Armour.

(1) Is it true that Theodore Roosevelt was a Bull Moose? Have we elected any other animals to the Presidency? (Watch your language!)

(2) Contemplate the consequences and implications if World War II had been fought before World War I.

(3) Is it true that history repeats itself? Does it also mumble?

(4) Wasn't Ivan terrible?

(5) Can you throw a dollar across a river? Do you think money went farther in Washington's Day?

(6) Have you ever observed anyone take the Fifth Amendment? Did he bring it back?

(7) Come to some sort of a conclusion.

(8) Arrange in some other order: (a) Ralph (b) Waldo (c) Emerson

Humor ideas, suggestions--Continued:

47. "I will trade you twenty men who will write you systems of metaphysics over which the world shall yawn and doze and sleep and pronounce their authors oracles of wisdom for one who can trifle like Shakespeare and teach the truest philosophy, when he seems to trifle most.--We don't appreciate it but we should." (Dr. Leonard Withington)

48. BONERS. Make a poster of 'boners' from newspaper articles or magazines. The New Yorker or the Reader's Digest often have collections of these. A student activity could be to rewrite the items so that they mean what they should--but don't use many more words to do it. They could also make their own collection and share them with the class. Examples:
    (1) From the St. Petersburg Times: "An early-morning burglar stole approximately $1500 in watches from Lebar Jewelers yesterday. The exact time is still unknown."

    (2) In The Wall Street Journal: "Don't look now, but the bottom has fallen out of the men's underwear market."

    (3) From Industrial Research/Development magazine: "Responses to the editorial have been about equally divided--for and aghast."

    (4) On an unfinished article about Peter Rabbit in the Baltimore News American: "Hop to page 8B."

    (5) From the Sonoma, Calif., Index-Tribune, quoted by Herb Caen in San Francisco Chronicle: "There was a break-in at Heidi's Lingerie Shop. Taken were seven bras, sizes 36D and 38D. The police are keeping abreast of the case and are looking for a bust." (You probably wouldn't want to use this one, but I threw it in, anyway.)

    (6) From the Hackensack, N. J., Record: "Within minutes after the explosion, flames reached through the ceiling of the shop into a second-floor dental laboratory, turning those rooms into a black cavity."

49. Wit is the Lustre resulting from the quick elucidation of one subject, by a just and unexpected arrangement of it with another subject. It is the province of wit to elucidate, or enlighten a subject. (Corbyn Morris)

50. CLEVER SIGNS. Alert students to look for unusual signs. Examples:
    (1) In a New York dentist's office: "To Extract is Human. To Restore Is Divine." (Barbara Leventhal)

    (2) Outside a Race Track in Wheeling, W. Va.: "You Say There's Nothing to Do in Wheeling? Wanna Bet?" (Dave Rea)

    (3) On A Lost-And-Found Box in a Long Island, N. Y. Coin Laundry: "New York Sock Exchange." (Kevin Clancy)

    (4) On the Desk of a busy secretary to a busy doctor: "Please, Lord, tell me again how lucky I am to be working here." (Paul Gannon)

51. Comedy record albums are a good resource. Teachers must use their own judgment in using some of this material. Cuts from the following albums have been used successfully in Jr. High and High School classes.
George Carlin, FM and AM
George Carlin, Occupation: Foole.
Bill Cosby, Bill Cosby.
Bill Cosby, Fat Albert.
Bill Cosby, When I Was a Kid.
W. C. Fields, The Further Adventures of Larson E. Whisnade.
W. C. Fields, The Great Radio Feuds.
Steve Martin, Let's Get Small.
Flip Wilson, Cowboys and Colored People.
Stan Freberg, Several good albums.
Many, many others.

52. Humor can be cultivated. It is made up of confidence, independence, boldness and observation. (William Hoffman)

53. Laughter brightens lives. (Percy Whiting)

54. Letter Logic: The word in capital letters, spelled backwards, appears again in the same sentence: Directions: Underline the other word.:
(1) Stop careless spending, or your savings will go to the POTS.

(2) Some good tips: Do not SPIT on the floor.

(3) Live is to EVIL as won is to NOW.

(4) PEP spelled backwards is pep.

(5) Adam loved Eve, but did EVE love Adam?

55. WORDPLAY: Can you supply the missing words? In each line the word is the same.
The prominent and _____

Doctor was _____

To operate because he had _____

Answer: The prominent and NOTABLE Doctor was NOT ABLE To operate because he had NO TABLE.

56. Commercial calendars with a Joke or Pun a day are available. Quotations, Murphy's Laws and others are also available.

57. Everybody needs a laughing place and time. There is a crying need for it and yet most of us spend less than one percent of each day laughing. Laughter is like a diaper change: it offers no permanent solution but does make things much more comfortable for awhile. (Dale Baughman)

58. Good activity for TESOL students. Translate jokes and cartoons from other languages. Investigate different cultures and try to find out about their humor as well as other factors.

Humor Ideas--Continued:

59. Boots Without Shoes. A stunt to try with your students. Explain that each player must, in turn, mimic your actions exactly as he does so must say, "Boots without shoes," Now, for the benefit of player number one, strike a foolish attitude or go through some foolish motions: do a few jumping steps, stand on a chair with your forefinger under your chin, or kneel before another player and kiss his hand, or some other gestures, etc. Have player number one take your place, and point out again that he is to go through exactly the same motions saying, "Boots without shoes."

    Player after player will mimic your silliest gestures and say solemnly, "Boots without shoes," only to learn that what he has done wasn't right. The trick is that he must say only "Boots" as he goes through the fantastic gestures, omitting the words "without shoes."

60. Round Robin Rhyming. If your students enjoy making rhymes, try this activity. Begin by choosing a leader, and grouping yourselves around him in a circle. He starts game by saying something like this:
    "I am thinking of a word that rhymes with MEAN."
    First person in the circle asks, "Is it a color?"
    Leader replies, "No, it is not <u>green</u>."
    Second one asks, "Does it mean, to have a smooth surface?"
    Leader replies, "No, it is not <u>sheen</u>."
    Third player asks, "Does it keep out flies?"
    Leader replies, "No, it is not <u>screen</u>."
    Then the next player may ask, "Is it a vegetable?"

    Whereupon the leader admits that it is, and the same player asks, "Is it <u>bean</u>?"

    If <u>bean</u> is the word, the one who guessed correctly becomes the leader and starts a new round of rhyming.

61. Laughter is, after speech, the chief thing that holds society together. (Max Eastman)

62. "Laughter always arises, from a gaiety of disposition, absolutely incompatible with contempt and indignation." (Voltaire)

63. "True humor springs not more from the head than from the heart; it is not contempt, its essence is love; it issues not in laughter, but in still smiles which lie far deeper.....(Carlyle)

64. Athletic Spelling Bee. Gather the students in a circle. Explain that the letters A and S must not be said aloud, but that A is to be indicated by raising the right hand and S by raising the left hand. For instance, a player would spell the word <u>last</u> by saying "l," raising right hand, then left hand, and saying "T." Choose words for spelling that contain as many A's and S's as possible: salsify, Nassau, nasal, vassal, lasso, and so on. Spellers who make a mistake drop out of circle.

65. "I recognize a great difference between derision and laughter or jest. For laughter and jest are a kind of joy, and so, if they are only not excessive are good." (Spinoza)

Ruth FitzSimons in a article from January, 1981 Academic Therapy, "Let Henny Youngman Enter Your Classroom," makes the following suggestions:

66. Tell jokes and discuss them during a language period.

67. Have your students bring in their favorite jokes to exchange with each other. Make a Class Joke Book. Keep it on a table for the use and enjoyment of the pupils. Mimeograph the pages of the class joke book and have the children assemble these pages so that each pupil will have a copy of the book to take home and share with his family.

68. In this connection, fashion a sign which designates the table upon which the class joke book is placed as "Our Joke Book Table." Arrange one or two chairs at the table. Allow your students to earn positively reinforcing time-out experience for work well done. Such earned time-out experiences can be spent enjoying the class joke book.

69. Record each joke on a sheet of paper or on an index card. Type or write in manuscript the jokes on the paper or cards. Each child can select and then illustrate a joke.

70. Have joke books put on reserve in your school and community libraries so that they will be available to the students. Have a collection of joke books put on special display in a circulation area so that students can borrow the books.

71. Move from the study of jokes to the study of funny poems and funny stories for enjoyment and discussion. When students are involved in learning experiences which include laughter and its attendant benefits, those pupils will enjoy learning and will profit from their learning experiences. There can be magic in a laugh shared and a joke told.

72. "For the mind in humor, is related to the Idea and to Reality exactly as the whole feeling of man in religion is related to God and the World. (Lazarus)

73. "Humor is a highly important characteristic of the American tradition and an extremely useful part of social intercourse. It provides balance, encourages cooperation, reduces emotional pressure, relieves dullness and opens conversation." (Donald D. Durrell)

74. "Perhaps the most striking correlate of insight is the sense of humor. In one unpublished study where subjects rated one another on a large number of traits, the correlation between ratings on insight and humor turned out to be .88. Such a high coefficient means either that personalities with marked insight are also high in humor, or else that the raters were not able to distinguish between the two qualities. In either case the result is important. (G. W. Allport)

75. "Laughter seems primarily to be the expression of mere joy or happiness." (Charles Darwin)

84. "Keep me away from the wisdom which does not cry, the philosophy which does not laugh and the greatness which does not bow before children." (Kahlil Gibran)

85. Can you make a sentence out of the following?:

I T I T O T

E T W H E P

O M U O S T

L E S

Answer:

I TIE TWO MULES TO THE POST

The November, 1979 issue of Clearing House contains the article, "The Funnies Aren't Just Funny....Using Cartoons and Comics to Teach," by June Rose Richie. Several ideas and suggestions are given:

86. Dr. Richie suggests that the newspaper is the resource and the tool that can broaden student experiences in learning and bring reality into the classroom. Contrary to what the teacher might have heard, a variety of reading levels are included and it helps the teacher individualize. There will be some part of the newspaper that even the slowest and most reluctant readers will be able to master.

87. Using the newspaper allows a teacher to develop creativity, and a creative teacher fosters creativity in his/her students. Since the newspaper has an adult image, slow readers who may be able to work with comics only will not be ashamed to walk around with a newspaper under their arms as they might be a remedial reading text. "Comics can teach one in a lighthearted way how to deal successully with the real world."

88. Students need to learn more about cartoons and comics if they will be utilizing this kind of material. A valuable orientation exercise would be to have the students supply true-false answers to such statements as the following:
(1) comics strip characters never seem to grow old;
(2) comic strips always use easy words;
(3) comic strips are only meant to make you laugh;
(4) all comic strips tell a continued story;
(5) politics are not mentioned in comic strips;
(6) comic strip people's words are always in a balloon.

Further analysis could be undertaken by asking students to find two examples of each of the following kinds of comics and supply the names and cartoonists for the strips:
(1) comics that are similar to human actions (realistic);
(2) comics that show a human weakness;
(3) comics aimed at boys and girls;
(4) comics aimed at adults;
(5) comics that teach a lesson.
In addition to giving students background knowledge which would allow them to use the comics more effectively, these questions will stimulate interesting discussion.

James P. Beck, writing in the March, 1982 English Journal, "Graffiti: The Vulgar Blackboard's Wit," describes how he has used "Graffiti" in his English classes:

76. Graffiti can show how humor varies in its tone or stance. It shows a continuum of widely-different attitudes from light to dark. This broad band extends all the way from sheer whimsy and caprice, to the garden-variety comic, then on to dry wit, including parody and repartee and of course satire and irony (both heavy sarcasm and subtler understatement), and finally black humor and the grotesque and absurd.

77. Beck gives some examples for sheer whimsical wackiness:
I was not here.
Sdrawkcab is backwards spelled backwards.
Forest fires prevent bears.
Blow your mind, smoke gunpowder

78. Wit and repartee usually employs the surprise ending. Examples:
Honolulu is as American as apple poi.
Is there intelligent life on Earth? Yes, but I'm just visiting.
God is dead--Nietsche.
Nietsche is dead--God.

79. Witty also is parody, the close imitation of an original for sheer humor, or for definite point:
Tomorrow will be cancelled due to lack of interest.
There's too much water in our chlorine supply.

80. Subtler but also witty are the paradoxes, or self-contradictory statements--again, sometimes used for whimsy, sometimes for point:
Nostalgia isn't what it used to be.
Nobody is concerned about apathy!
I'd give my right arm to be ambidextrous.
Cut government waste no matter what it costs.
Help! The paranoids are after me!

81. Graffiti is great for teaching about poetic and other stepped-up language.
Socrates drank no-cal hemlock.
Lake Erie died for your sins.

82. Beck concludes, Grafitti is mainly for humor, the guffaw, the chuckle, the smile. Kids like how graffiti juggles the balls of whimsy in the air in sheer sportiveness and how it uses wit to nail a target to the wall.

83. Ken Donelson discusses Murphy's Law and other laws in the October, 1981 issue of The English Journal. His article, "Laws for Life, Laws for Teaching" includes many suggestions.
Murphy's Law: "If anything can go wrong, it will.
Corollaries: "Everything always costs more money than you have"
"Interchangeable parts won't."
Yogi Berra's Law of Observation--"You can observe a lot just by watching."
Guy Smith's Law of Inertia--"A body at rest tends to watch TV.
Harold Faber's Law--"If there isn't a law, there will be."
Encourage your students to find other similar laws and to create their own.

89. Now is the time to take laughter seriously. According to John E. Gibson in Family Weekly, May 14, 1978, laughter has a positive psychological effect on us. As a bridge over troubled waters it is conducive to health, relaxation and a prolonged life. Another plus for laughter is that it never goes out of fashion.

90. In the January, 1983 issue of Social Education, Russel R. Christensen makes a good case for teaching economics through cartoons. His article, "A Cartoon Unit for Teaching High School Economics," presents goals, unique features, organization and teaching procedures.

In the same issue, David P. Monahan's article, "How to Stimulate Student Writing with Political Cartoons," gives some strategies for making the interpretation of cartoons meaningful and worthwhile.

Admittedly, these ideas are for primarily social studies, but they could easily be adapted for other disciplines.

91. Have your students come up with "way out," or "insane" inventions. Maybe they will even come up with some practical ideas. Examples:
An upside-down lighthouse for submarines.
A neon thumb for night hitchhikers.
A stepladder without steps for washing basement windows.
A pencil with rubber lead, for stretching a point.
Something that lets people see through walls--a window.
A cuckoo clock that asks, "What time is it?"

92. John Dewey speaks of laughter as "a sudden relaxation of strain." According to the renown educational philosopher, it marks "the attainment of unity" after a period of expectancy and suspense.

93. "The funniest thing about comedy is that you never know WHY people laugh. I know WHAT makes them laugh, but trying to get your hands on the WHY of it is like trying to pick an eel out of a tub of water. (W. C. Fields)

94. Laurence B. White, Jr. and Ray Broekel wrote The Surprise Book published by Doubleday in 1981. There are clever tricks, puzzles and simple experiments you can use to surprise people. Examples:
Quick! Do this. Hold your nose. Tight. Say "Iced Ink" out loud. Say it again. "Iced ink." Keep holding your nose....keep saying "Iced ink" Until you catch on. Got it? Surprise!

We'll Bet You Can't... We'll bet you can't
can't read all the
the words in this
this paragraph right
right the very first
first time!

(Did you notice that the end word on each line was repeated as the first word of the next line?)

Can you think of a word that contains all the vowels? A-E-I-O-U
UNQUESTIONABLY!

95. "Just as a bicycle-chain may be too tight, so may one's carefulness and conscientiousness be so tense as to hinder the running of one's mind. (William James in Talks to Teachers on Psychology, 1899.)

96. Most people remember the "knock-knock" jokes, now Barbara Baskin and Karen Harris have collected "How's Business" jokes. Examples: I'm in the janitor business. How's Business? I'm cleaning up!

I'm in the perfume business. How's business? I haven't made a scent.

I'm in the poetry business. How's business? Could be verse.

I'm in the X-Ray business. How's business? I'm still looking for the big break.

This book was published in 1982 by Holt, Rinehart and Winston.

97. Hunting for headlines. Have students find unusual headlines and share them with the rest of the class. Goood for bulletin boards. Examples:
Headline in the Boston Herald American during a heat wave: "FRYDAY, AGAIN.

In Grit: "BOOMERANGS GAIN POPULARITY, OFFER MANY HAPPY RETURNS."

In the New York Daily News: PIGEONS GET THE DROP ON PARIS PEDESTRIANS."

On an item in New York magazine about a Greenwich Village tearoom: "MY BREW HEAVEN."

98. Quick definitions: Your students may be able to find a lot of these or they may be able to create some on their own. Examples:
Grandfather clock: old timer. (Nutcracker)

Overweight dog: round hound (Ray Tillmann)

Air pollution: fume fatale (Edward Nietupski)

Genetic research: cloning around (Edgar A. Shoaff)

99. "Strange when you come to think of it, that of all the countless folks who have lived before our time on the planet, not one is known in history or in legend as having died of laughter." (Sir Max Beerbohm)

100. Place some quotations on the bulletin board to stimulate discussion and creative writing. Examples: (Thanks to M. Jerry Weiss).
"I am forever flawed." (W. C. Fields)

"I do not care to belong to a club that accepts people like me as members." (Groucho Marx)

"At least my neurosis is creative. It could have been writer's block." (Woody Allen)

BOOKS ABOUT HUMOR AND THE PHILOSOPHY OF HUMOR

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Former Humor Editor of the Saturday Evening Post reveals some of the tricks of the humor trade and includes pertinent illustrations and instructions.

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